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ABSTRACT

Drawing on extensive staff interviews, this publication profiles a high school principal in Eugene, Oregon, who exhibits many aspects of transformational leadership. Transformational leadership is improvement oriented and comprises three elements: (1) a collaborative, shared decision-making approach; (2) an emphasis on teacher professionalism and empowerment; and (3) an understanding of change, including how to encourage change in others. Bob Anderson is principal at North Eugene High School, which has evolved into an outstanding, innovative school under his leadership. Chapter 1 tells how Anderson entered the administration field and describes his personality. Chapter 2, devoted to Anderson's first years at North Eugene, traces his evolution as a transformational leader and describes how he set the stage for risk-taking, growth, and change. Chapters 3 through 7 focus on five key aspects of transformational leadership: working in teams, seeing the big picture, empowering others, creating ownership, and continually improving the school. Chapter 8 summarizes and analyzes Anderson's leadership style, discussing how it differs from models in the literature, describing the way he leads, and identifying how his leadership has affected North Eugene High School. Anderson is a nondirective, flexible, nurturing, and intuitive administrator who has successfully striven for improved student achievement, collaborative school restructuring, and leader expendability. (Contains 23 references and 14 interviews.) (MLH)

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TRANSFORMATIONAL LEADERSHIP

Profile of a High School Principal

Lynn Balster Liontos

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Preface

The theory and practice of school leadership have been undergoing change. Many education experts argue that the concept of instructional leadership is too limited to facilitate significant school improvement. They suggest that *transformational leadership* has greater potential for producing sustained school improvement.

In this Bulletin, author Lynn Balster Liontos demystifies the term *transformational leadership* by profiling a high school principal who exhibits aspects of this collaborative form of leadership. Through extensive interviews with staff, the superintendent, and the principal himself, Liontos traces the evolution of Bob Anderson as a leader. Along with providing information about Anderson's personality and style as principal of North Eugene High School in Eugene, Oregon, Liontos devotes separate chapters to each of five main dimensions of Anderson's leadership. Ways in which Anderson deviates from the literature on transformational leaders and the effects such leaders have on their schools are also examined.

This indepth look at a transformational leader in action is a helpful guide to those wanting to move toward a more collaborative leadership style. Those who have already embarked on the path will find many insights and examples of how to actualize the concept.

Liontos, a resident of Eugene, is a research analyst and a writer who has authored publications on a wide range of education-related topics, including transformational leadership, family involvement in education, at risk youth, and school/social service collaboration.

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Introduction

With the whole world in flux, so is leadership. "Something is very wrong with today's organizations," says Paul Houston (1993). "Leaders aren't and followers won't. Managers can't and workers don't." Many educators, including Houston, believe our schools are in serious trouble, and a number of them identify the failure in leadership as one of the top reasons for our national dilemma over the quality of education.

The call is going out, not just for *improved* leadership but for a vastly *different kind* of leadership. This form of leadership—in addressing the changes of the '90s and the need for change within education—has been termed *transformational leadership*. As the Association of California School Administrators proclaimed in 1991, after a year of planning, "We will develop leaders who will transform education to accomplish the agenda for the 21st century" (David Stine 1993). Houston states simply: "To transform leadership, we must see leadership as transformational."

What Is Transformational Leadership?

The parameters of transformational leadership are not so straightforward. The word *transformational* is often loosely applied and therefore has become something of a cliché. The term *transformational leadership*, coined by James McGregor Burns in 1978 and later developed by Bernard Bass and others, is still evolving. Earlier studies emphasize the value of the "extra effort" gained by such leadership. More recently, Richard Sagor (1992) calls this "the push for improvement."

Today transformational leadership is associated with restructuring, since school reformers usually advocate a change in power relationships.

Kenneth Leithwood (1992) describes transformational leadership as a form of "consensual" or "facilitative" power that is manifested *through* other people instead of *over* other people (see also Conley and Goldman forthcoming). The "old" way of leadership is hierarchical and authoritarian; the "new"

way seeks to gain overall participation of others. Like schools today, transformational leaders seem to be called upon to be able to do almost everything—to be editors, cheerleaders, and resource finders as well as managers and administrators. The literature also suggests transformational leaders need to be visionaries, collaborators, facilitators, problem solvers, and consensus builders. Although this motley array of labels and roles can he confusing, the common denominator running through the literature seems to be the collaborative element.

Deborah Walker (1993) helps to clarify the essence of transformational leadership. She describes it as the convergence of research on shared decision-making, teacher empowerment, and school reform.

Instructional leadership, which many educators declare is "out" today, views leadership much more narrowly than transformational leadership. Instructional leadership also tends to overlook teachers in its emphasis on students and the classroom. Students won't improve their performance if teachers don't improve theirs. And teachers aren't going to get better if they don't find their work "rewarding" in itself, rather than simply being "rewarded" for a job done, as Thomas Sergiovanni (1992) points out. The latter concept is often called *transactional leadership*—that is, an exchange of services for various kinds of rewards that the leader controls. Some educators view this as a first stage of leadership and central to getting daily routines carried out. However, transactional leadership doesn't stimulate school improvement.

When searching for a transformational leader to profile, I used Walker's classification of the three "strands" of research, and defined *transformational leadership* as encompassing the following elements:

1. A collaborative, shared decision-making approach—such leaders believe that organizational goals can be better accomplished by shared commitment and collaboration.
2. An emphasis on teacher professionalism and teacher empowerment—such leaders believe all teachers are capable of leadership and encourage them to be self-directed.
3. An understanding of change, including how to encourage change in others—such leaders are agents of change and are committed to educating students for the 21st century.

In addition, I looked for a leader who emphasizes continual improvement, who is committed "to the ultimate improvement of process and product" (Stine).

Why a Profile?

A better understanding of transformational leadership can be helpful

for both school reform and education in general. Few studies of such leadership in schools have been carried out, and authors and task forces are only now beginning to grapple with what transformational leaders need to know and do. What skills and knowledge should they have? What behaviors do they exhibit? What beliefs, assumptions, and mindsets do successful transformational leaders hold?

Also, since the descriptions in the literature are often vague, confusing, or contradictory, perhaps the easiest way to gain an understanding of transformational leadership is to study such a leader in depth and tell his or her story—how his leadership evolved, how he is perceived by staff, how he goes about the daily details of leadership, and how and why he is successful. Thus I was commissioned by my editor to find such a leader to profile. I hope that in writing about one such leader I have shed light on at least some of the questions mentioned above.

Methodology Used in Selecting the Leader

Bob Anderson is principal at North Eugene High School in Eugene, Oregon. That school is one of several outstanding schools featured in a previous Bulletin that I wrote for OSSC (*Eight Jewels: Examples of Schools That Succeed as Told by Educators Who Work in Them*, October 1992). The interviewing of staff and administrators that I did for that Bulletin provided information that helped to narrow the search for a transformational leader to profile. Three principals came to mind from those eight successful schools. Although I had not actually spoken with Bob Anderson during previous interviews at North Eugene High School, the interviews I had conducted with other staff pointed to him as the most likely candidate.

To check further, I contacted the district offices of each of the three principals I was considering and spoke with the superintendent or the director of instruction or curriculum. Margaret Nichols, superintendent of the Eugene Public Schools, said at once that Bob Anderson fit her understanding of a transformational leader. I then spoke to Anderson and asked whether he considered himself a "transformational leader." His response revealed a comprehensive understanding of this style of leadership.

How This Bulletin Is Organized

Anderson inadvertently assisted me in organizing this Bulletin when he responded to my query about why he thought he was a transformational leader. In answering, he enumerated several elements that seem to play a major part in his style of transformational leadership. Chapters 3-7 focus on

these five key aspects: working in teams, seeing the big picture, empowering others, creating ownership, and continually improving the school.

In chapter 1, I tell how Anderson came into the field of administration and describe in some detail his personality, since both of these relate to questions raised in the literature. A separate chapter is devoted to Anderson's first years at North Eugene. This period is singled out because it sheds light on his evolution as a transformational leader and describes how he set the stage for risk-taking, growth, and change.

Finally, in chapter 8, I analyze and summarize Anderson's leadership style. I discuss ways in which his style differs from models noted in the literature, describe the way he leads, and identify how his leadership has affected North Eugene High School.

Acknowledgments

I am deeply indebted to the staff at North Eugene High School for their time and many insights, and particularly to Bob Anderson himself. For a principal who has many responsibilities and who also doesn't like to talk about himself, he was extremely generous with his time and thoughts. I thoroughly enjoyed our conversations and learned a great deal about leadership from him. Any errors in interpreting responses and summarizing Anderson's leadership are, of course, solely my own.

Margaret Nichols spoke to me twice about Anderson and was helpful in looking at his leadership from a superintendent's perspective. I also found that all the staff members with whom I spoke were eager to talk about their principal.

Many thanks also to Marian Stuart, office manager at North Eugene High School, who helped verify details. Nicki Potts and Paula Wolf in Human Resources at the District Education Center in Eugene were invaluable in helping compose Anderson's resumé, and Pat Shanahan at the University of Oregon's certification office explained administrative certification procedures. All of you shaped and sharpened my understanding of Bob Anderson.

Houston concludes, "If you always do what you've always done, you will always get what you've always gotten. The leaders of the new world will be those who see a different world and realize they must also change to help others get there." Bob Anderson sees a different world and wants others to see it, too. Although his methods and style are strictly his own, I hope readers will learn from the changes he's made and gain a greater understanding of and appreciation for the new kind of leadership many of our schools could benefit from.

Chapter 1

Meet Bob Anderson

In summer 1984, Bob Anderson was told by Superintendent Nichols that she had selected him to assume the principalship at North Eugene High School in the fall. It was his first principalship and he was excited and enthusiastic about it, despite the challenge of entering a school environment that was filled with conflict.

"He came to the building at a time when there was tremendous dissension and conflict," said Robert Foster, who teaches English at North. "I thought that was an awfully good appointment—of putting Bob in to try to heal over the school, which I think he's done a marvelous job of."

A Significant Turnaround

Bob Anderson not only smoothed out problems with staff and the community, but facilitated major restructuring of the high school. Today, North Eugene High School is recognized throughout the state for its innovative programs, such as a curriculum that is divided into levels (Entry, Core, and Application) and a Freshman House Program. North Eugene was the second school in Oregon to open a school-based health clinic, and its career center has been nationally recognized. The school has received many awards since Anderson became principal, including three school-improvement grants from the state and two federal grants for school restructuring that are administered by the Confederation of Oregon School Administrators (COSA).

The school has made a significant turnaround. In 1992 North was recognized as one of three schools in Oregon that significantly reduced its dropout rate, from 14 percent in 1985-86 to a 6.5 percent average in the last four years (Liontos 1992a). At the same time, the percentage of students going on to two- or four-year colleges rose dramatically, from 34 percent in 1984-85 to 89 percent in 1991-92 (Liontos 1992a).

Robert Edward Anderson

Age: 56

Family Background: Married (to the assistant principal of Churchill High School, Eugene), with two grown children

Education

B.S., Whitman College, Walla Walla, Oregon, 1959 (education major in health and physical education & science minor)

M.S., University of Oregon, Eugene, Oregon, 1966 (health and physical education)

Administrative License (with basic and standard administrator endorsements), University of Oregon

Work Experience

1963-65—Teacher (physical education), Madison Middle School, Eugene

1965-76—Teacher, Coach, and Counselor, North Eugene High School

1974-75—Temporary Assistant Principal, North Eugene High School

1976-79—Teacher (psychology and health) and counselor, Mount Hood Community College, Gresham, Oregon

1979-80—Lumber Broker (private business)

1980-84—Assistant Principal/Athletic Director, South Eugene High School

1984 to present—Principal, North Eugene High School

Highlights

Teaching: Taught health, physical education, science, and psychology

Additional Coursework: In administrative certification, 45 hours past M.S. degree; additional courses in group process, learning styles, and so forth.

Leadership Awards

1987-88—Leadership Award from Confederation of Oregon School Administrators (COSA)

1992—Leadership Award for "Leadership with integrity" from COSA

Sample of District/State Activities

Past President, Eugene Administrators Association

Member of District Negotiating Team during teacher strike in 1987

Member of District Staffing Committee

Past Member of Blue Ribbon Committee and also involved in interviews with Teacher Standards and Practices Commission (TSPC), examining changes in the administrative certification program, particularly at the University of Oregon

"When I came here in 1983, I felt it was a very fragmented school," said Byron Dudley, assistant principal. "Teachers were isolated in their own departments. It didn't have the sense of purpose or unity nor the kind of student accomplishment that it does now."

Who is this person who came into a difficult situation and transformed the whole school? Who is this principal, with no previous experience as head of a school, who has won two leadership awards from the state administrators' association since arriving at North?

Anderson's Style of Transformational Leadership

Bob Anderson is uninterested in getting credit for positive changes that have occurred during his tenure at North. In interviews, Anderson quite consistently used the word "we" to refer to anything to do with the school and his own leadership. However, he readily admits that his type of leader-

ship would be considered "transformational." Why does he see himself as a transformational leader?

> Other than the collaborative culture that I think is present here, I think it's so important for us to continue to grow and learn. In addition, what's really important is for people who work in an organization like a school to see the big picture. And the more they're involved in making the decisions about the direction of the school, the more invested they become. So it's really developing a large team of people who collaboratively or together can make the best decisions about the direction of the school.

Anderson's response touches upon several elements that seem to play a major part in his style of transformational leadership: (1) building a collaborative team, (2) understanding the big picture, (3) empowering staff as leaders, (4) sharing decision-making, and (5) emphasizing continual growth and improvement. Each of these elements is discussed in depth in a separate chapter.

Nearly every staff member pointed out how conscientious, hard working, and dedicated Anderson is (see sidebar on page 12 for his "typical week"). Several commented that Anderson is a principal with a mission.

In addition to a strong work ethic, Anderson's personality and his beliefs about creating a safe environment for risk-taking and change have helped to set the stage for growth to occur. Thus it's important not only to outline Anderson's background in education, but also to learn about his personal qualities, as described by staff and others.

Anderson's Career

Bob Anderson has worked nearly thirty years in education, all of them in public schools, except for three years at a community college.

Much of Anderson's professional life prior to his appointment as principal was spent at North Eugene. He taught, coached, and counseled at North from 1965 to 1976. And it was at North that he had his first taste of administrative experience, when he became assistant principal for one year, filling in for someone on leave.

Anderson said that he really hasn't had a mentor, but the first principal of North Eugene, Ray Hendrikson, encouraged him to move in the direction of administration. It was Hendrikson who was responsible for Anderson's year as assistant principal. "I enjoyed that work," Anderson said, speaking of his first administrative position, "and that was always kind of a goal I was looking for."

However, after leaving North in 1976, Anderson did not immediately go into administration. He spent three years teaching and counseling at a

community college and a year as a lumber broker before becoming assistant principal at South Eugene High School in 1980.

In 1984, when the principal of North Eugene was transferred, Anderson was asked to consider the position. According to Anderson, Bob Stalick, who at the time was assistant superintendent of the Eugene School District, asked him to apply. Anderson told Stalick he "didn't have it in mind" to become a principal and liked what he was doing. But when Stalick approached him a second time, Anderson said, "Okay, sure. I think a lot of that school. I spent a lot of time there, so I'll go talk to them."

It was a good move. "I've really enjoyed the challenge," said Anderson. And I really enjoy the community in which I've lived for a long time, and the kids and the staff. So it's just been really fun for me."

What does being principal allow Anderson to do that being assistant principal did not? His answer illustrates the importance of the team concept both in his leadership style and in the satisfaction he derives from his work: "It really goes back to the kind of facilitative leadership I enjoy. We've created a team here and it's a collaborative environment. So it's being able to be part of that and enjoy the direction that the school has gone."

Why Anderson Was Appointed Principal

When asked why Anderson was encouraged to apply for the North Eugene position, Stalick said that Anderson had a number of qualities that would "carry him over well" with both staff and public. "Bob is an extremely good listener and knows how to get other people involved in making decisions and doesn't have to take credit for them." He also felt it was important that Anderson had worked at North before. "Bob had some positive experiences at North Eugene years earlier," he said. "So he walked in highly regarded, not just among the faculty but with the parents who remembered him as a very successful teacher and coach there."

Nichols, who chose Anderson for the position, agreed that his experience with North Eugene, both at the school and as a long-time resident in the community, were helpful. "I think that was especially important for North at the time—that he lived here, that he knew the people, and knew the troubles they had had, and clearly wanted to go there anyway."

She also said that she chooses people with a collaborative spirit who are open, willing to share, and have high commitment. She had seen Anderson work as assistant principal at South Eugene and knew he was "a person that people really like—and I felt North Eugene particularly needed someone like Bob." She added, "I think he's wonderful. I would have no qualms about him being principal anywhere he cared to be."

North Eugene High School

A Brief History

North Eugene High School was the second high school built in Eugene, Oregon. It was constructed in 1957-58 on land that had once been a filbert orchard. Since that time three additions have been added to the original building.

The school has had only four principals—Bob Anderson being the fourth. Ray Hendrikson, who served the school from its inception to 1975, was principal when Anderson taught and coached at the school. It was Hendrikson who encouraged Anderson to enter administration.

The Students

North Eugene High School serves the lowest socioeconomic group in Eugene, but it has a wide variety of students. Its population is fairly mobile—approximately 10 percent of the school's enrollment in 1991-92 appeared for the first time (Liontos 1992a).

Today there are approximately 1,000 students enrolled at North. Gary Craven, social studies teacher, said that if you talked to students you would find, for the most part, that they are proud and supportive of their school and feel it is a special place. Of course, some kids hate it and feel it's a painful place. And then there are the students of whom Anderson often reminds the staff—kids who don't like vacations because the school is a more pleasant place to be than home.

The Staff

In 1992 the staff size was ninety-three, with sixty-three certified teachers (Liontos 1992a). The staff are experienced, with the average age probably in the forties. The staff live out their mission statement in regard to caring, according to Pat Latimer, assistant principal: "I think if you would talk to our kids that come here from other schools that they would agree that the staff live up to that. One of the strengths of this school is the fact that teachers exhibit a lot of caring."

Staff spoke of enjoying other staff members and feeling almost a sense of family at North. A new staff member, who has taught in other schools, said that the staff at North Eugene was the most caring staff he had ever met.

Just as most students think of North as a special place, Craven said staff feel the same way: "From a teacher's point of view, I think the climate is pretty universally favorable and positive, that this is a good place to work. There aren't many people who would want to go elsewhere."

A Variety of Programs

A tour of the building reveals a variety of programs—what North Eugene calls "pervasive caring programs." North was the second school in Oregon to open a school-based health clinic. A student-assistance program coordinator does drug and alcohol counseling. North also has a nationally recognized career center. "Project Success" consists of two classes of at-risk freshmen who work in a special class, one period a day, to try to resolve some of their issues and keep on track.

A Variety of Knowledge

Besides the coursework Anderson did for his administrative certification, he also has a background in health and physical education. As a student, teacher, and assistant principal, he's had considerable involvement with athletics. His experience as a coach and team player seems to have shaped his beliefs and style of leadership. The seven years he spent as a counselor probably also prepared him to deal effectively with students and staff. He has also been involved in learning styles for twelve to fourteen years and feels that this work is very important.

Deborah Walker (1993) says that transformational leaders need coursework that focuses on facilitating normative change, enlisting participa-

tion, and developing leadership in others. They also need to know how organizations function, how change occurs, how adults learn, and how leaders lead.

Anderson agrees "100 percent" that administrators really need to study the areas Walker cites. He has been involved with a Blue Ribbon committee and also with the Teacher Standards and Practices Commission as an advocate for those kinds of courses in the administrative certification program at the University of Oregon. It was clear in his interviews that Anderson knows a lot about the areas Walker considers important. Where did he learn this? "I think I've picked those things up just by doing an awful lot of reading and research on what we need to be doing in schools," said Anderson.

Anderson's Personality

In comparing Anderson to other successful, collaborative principals, Nichols said, "The things that are unique about him as a principal are the things that are unique about him as a human being."

When asked to describe Anderson, those interviewed said that he was different from any other principal that they had encountered and these differences were almost unilaterally described as positive. Gary Craven, social studies teacher at North for ten years, said he could think of no one who disliked Bob Anderson. Moreover, staff have a great deal of respect for him.

Anderson, fifty-six, characterizes himself as one of the oldest principals in the state. One staff member described him physically as someone with "a kindly face who wears blazers and has a full head of white hair."

Staff often spoke at length when describing Anderson. Here is what Ann Vaughn, temporary assistant principal and math department chair, said:

> I would describe Bob as a warm, caring person and a really progressive leader. I think he's a real facilitator. He encourages people to take risks; he's supportive. He is not hung up on power. He wants people to be involved and share the leadership. He's a person who is really interested in people's growth, both professionally and personally—he nurtures that. He's a very nurturing individual with all levels—not only with staff but with students and parents. I think he's very open to dealing with our school as a community and is one of the best leaders I've worked with.

Vaughn said that Anderson's interpersonal skills are "exceptional," and Pat Latimer, assistant principal, said that he has "a real gift with people." Anderson is described as a good listener who works well with staff, a "reliably nice guy who you can always talk to," someone who quickly puts people at ease. Staff also characterized him as open, sincere, and genuine.

Julie Taylor, foreign language department head, added that he is

intuitive. "He really 'reads' people well," she said, "in terms of knowing how they feel about things and understanding when to slow down or when not to push something." His patience and tolerance for frustration were also noted—and admired—by the teachers at North.

He was spoken of by all staff as a very caring, compassionate person who is also supportive, thoughtful, and understanding. "He's a very loving person," said Nichols. He's also described as extremely open-minded and tolerant of other viewpoints. "I feel like I can talk to him about any subject," said Robert Foster, English teacher.

Approachable and Unassuming

Perhaps the one word used most often to describe Anderson and his leadership is "low key," though several added that this word is often misinterpreted and that in using it they did not mean that he had a hidden agenda. Two staff members said he wasn't charismatic. Charisma, explained one, can intimidate. Many staff emphasized how approachable Anderson is. "I know of nobody in leadership with that kind of demeanor," said Foster, who has worked with many principals at the district level. "Bob just has a disarming personality."

Anderson, said another, has an informal, unobtrusive manner. "He's not a dramatic person," commented Kevin McCauley, cochair of the science department. "He doesn't like to talk a lot."

In describing Anderson's humility, one staff member said the principal didn't like to speak in public. Byron Dudley, assistant principal, said Anderson didn't like being on the front page of the newspaper. Nichols said, when first asked about Anderson as a subject for this profile, that he would probably be embarrassed by it. Counselor Diana Vranas commented that he would never stand up and say, "Look what I did!" George Jeffcott, English teacher, added that when Anderson wins awards "he just kind of blushes and immediately wants to sit down. He really doesn't like basking in glory. And I think he really believes that any time he's won an award it's, in a sense, an award for the staff."

No Interest in Taking Credit

"He has no problems with other people getting the credit," said Nichols. "As long as the results are constructive and positive for students, it doesn't matter to Bob who thought of it or who took the lead. He is one of the most collegial, sharing people who I've ever met."

Stalick agreed. He said you will probably never see Anderson as high school principal of the year because Bob never takes credit for

A Typical Week for Bob Anderson

During the School Day

Bob Anderson typically arrives at the school at 7 a.m. and leaves for home about 6 p.m. Because of his leadership style, he spends most of the school day seeing students, staff, parents, and anyone else who wants to see him. On the day he was asked to describe his schedule, he said he had three parent meetings. "And then I meet with students almost every hour. It seems like I have a lot of student appointments," he commented. Sometimes these are students in trouble, perhaps students on the "hot list" North keeps of kids having problems at home or who are skipping classes. "I try to check up on a few of those every day," Anderson added. Staff indicated that students also visit him to share successes, worries, and problems. He also sees staff on an individual basis.

Twice a week Anderson meets with his administrative team and once a week with the administrative team plus the counseling department. Because the school is heavily involved in restructuring, Anderson said that on a normal day he has at least one meeting with a small or medium-sized group of staff, talking about standards or the kinds of changes they are making. Two or three times a week he has district-level meetings.

Anderson visits classrooms (maybe two to four) every day. "I just may go in for a couple of minutes," he said. He also does daily lunch duty, along with the other two administrative team members and two hallwalkers. "I'm out and about every day," said Anderson. "The first few years we used to call our style 'management by walking around.' We think it's important that we are really visible."

Evenings and Weekends

When does he do his paperwork? In the evenings, from about 7 to 9 p.m. four to five nights a week, plus three to five hours on Sunday. "I have a huge stack of mail that comes in every day," Anderson said. "I have trouble getting the paperwork done during the day. I'm just seeing so many folks that it's difficult to sit down and do reports. And yet those need to be done. So I work a lot of extra hours to do those things."

Anderson also goes to all school activities—all the athletic events, the plays, the concerts. "It's important," he said, "and kids expect me to be there. It's really fun for me to go and see those kids perform on a level outside their regular day."

At Home and Away from School

Anderson also does a lot of reading and research. "I get bits and pieces of time," he said, "so it's not easy." But he said he does some reading at home, and when he goes to a conference he always takes a book with him.

About three to four days a month Anderson is out networking at conferences or with other organizations throughout the state. Anderson does not mind all the hours he puts in, because he enjoys the kids and people and because he's always learning and growing.

> anything that he does, whereas a lot of other people are very good at taking credit for everything they do and for what a lot of other people do as well. That's not important to Bob. He shares both the victories and defeats. So basically Bob doesn't need to take credit for things, but things happen.

Anderson's unassuming nature and his disinterest in power, along with his low-key, approachable manner enabled him to establish fairly quickly the facilitative, participatory leadership he so enjoys. Not caring where ideas come from or who gets the credit reflects his personality as well as his leadership style. In other words, his personality influences his leadership style.

Anderson's Leadership Style

Staff emphasized that Anderson is not authoritarian and is not interested in forcing his views on others or imposing his will on the staff. "He doesn't like to be head of the ship," said Foster. Instead, added Craven, he's a leader who likes to share the spotlight with others.

Part of Anderson's style is to be accessible (see sidebar on page 19). He isn't someone who closes his door and works uninterrupted for a couple of hours. "I need to be out and about and interacting with people as much as I can," he explained, "and modeling the kinds of behavior that I think need to happen in school." He has definite goals and wants North to be a "super school," but noted, "I think that is best accomplished by me facilitating the kinds of things that staff need in order to get that done."

His satisfaction and fulfillment come from "the feeling of involvement and from being connected to other people," said Nichols. Latimer also feels that Anderson gets his satisfaction, as any good coach does, by empowering others, guiding them, and seeing them succeed. In describing himself, Anderson simply said, "It's a matter of me as facilitator and coach, just along with them (the staff)."

Craven emphasized that North is really a teacher-generated school—that is, teachers make decisions together about what they want to do. His description of Anderson's role echoes Anderson's own statements:

> Bob Anderson is extremely important in the process to make it easier for us, to help us, to encourage us. But it's not a program that he's done or that he's said, "Here's what we're going to do," and we've fallen in line. We've decided in what direction we want to go. Bob's made it safe. He's facilitated and helped. We have permission to make mistakes and to try things out. And that's real exciting. People are working very hard.

Chapter 2

First Years: Setting the Stage for Participation and Change

Bob Anderson didn't arrive at North Eugene High School with a specific vision or implement the hallmarks of his leadership all at once. As both he and his staff stress, it has been a gradual process.

"I came into this school nine years ago as my first principalship," said Anderson. "So I came with the idea, 'Hey, you guys, I need some help!' I didn't have enough knowledge at that point to have a picture of where we were going, other than to sit back and see where we were and listen to some folks for awhile, and then plot our course in terms of how do we get into a continual improvement pattern."

What Anderson did first was listen and take stock. The community had been concerned about academics, so Anderson told the staff that they needed to address this issue. "We know the community isn't real pleased about a few things, so we've got to listen to them awhile," he said.

Ann Vaughn, temporary assistant principal and staff president in 1984 when Anderson first came to North, said that the staff also had concerns. "Bob came in," she explained, "and was very open about that. Part of his style is to be a good listener. He listened a lot that year. And he responded to some of the issues that were top priority, as far as staff were concerned. I think that led to a lot of the credibility that he developed with the staff." "Because he was always listening to other teachers, he was learning from them, too," added George Jeffcott, English teacher.

Meanwhile, Anderson was also busy with school climate changes and "housework," such as dealing with tardiness, making changes in hall behavior, eliminating a smoking area, and lessening interruptions of class time.

"The first job Bob had to do when he came was simply to undo the former atmosphere," said Jeffcott. Only then, when the learning environment had improved, could he and the staff start looking at effective change.

Anderson said that in those first years what he needed from the staff was time and space "in order for me to try to help them in any way I could. So it was mutual—they supported me and I supported them. And it grew from there." His first years were spent creating a safe, caring environment for students and staff, and an atmosphere that was conducive to excellence in teaching and learning.

Mission Statement: A Team Effort

The school's mission statement was crafted in Anderson's second year by the administrative team, with input from department chairs and others, including an educator from a Portland high school. "What emerged," said Byron Dudley, assistant principal, "was a clear sense of direction, and then we developed the mission statement." The statement is simple: the school is *dedicated to excellent instruction in a caring environment.*

The statement—that the school needed to be a safe place for kids and that the administration and staff needed to continually improve the curriculum—was the foundation for all subsequent decisions. "It's really not an unusual mission statement," Anderson noted. "It's something all schools should strive to be."

North Eugene High School Timeline

1984—Bob Anderson came to the school as principal and a new administrative team was formed.

1986—School mission statement was developed.

1986—North opened the second school-based health clinic in Oregon.

1986—Freshman Skills Team was formed (to help freshmen in their transition to high school).

1987—Anderson was recognized by Confederation of Oregon School Administrators (COSA) for his leadership.

1988—Onward to Excellence (OTE) program began with help from the Northwest Regional Educational Laboratory in Portland.

1988—Lucille Nielsen Career Center was nationally recognized for its outstanding program in assisting students.

1990—North was awarded its first "2020" act school improvement grant.

1990—North Eugene was one of nine Oregon network schools selected by COSA for "promising practices."

1991—North was awarded its second "2020" grant.

1991—Freshman House pilot program began.

1991—North was selected as one of five high schools recommended for national recognition by the Oregon Department of Education.

1991—North was one of three high schools in Oregon to receive a federal grant for school restructuring that is administered by COSA.

1992—North was recognized as one of three Oregon schools to significantly reduce its dropout rate.

1992—North was awarded its third "2020" grant.

1992—Anderson was recognized for "leadership with integrity" by COSA.

The statement is visible. A plaque stating the school's mission greets people as they enter the school. Signs with the statement on it are posted around the school. And it's painted on a wall and printed in all school publications. Despite all this, one staff member claimed that he didn't think many of the staff could tell you what the statement is. Vaughn believes the staff are aware of the statement, but since it was developed with the structure in place at the time, she is "not sure all of the building was on board with that. But since that time," she added, "through our restructuring, I think people have developed more of a sense of vision and an interest in that and feel part of the process. So that sense of ownership has simply grown in the time Bob Anderson has been here."

Staff members acknowledge that Anderson has a clear sense of direction. When asked if the school is headed in a generally unified direction, most staff responded affirmatively.

"A clear and unified focus" is one of the three "building blocks" that Richard Sagor (1992) found transformational leaders using. Staff interviews indicate that the school's mission statement is being carried out, but what really seems to unify the school today is commitment to the restructuring process.

According to Sagor, the leader usually serves "as the medium through which the collective yearnings of a group of empowered professionals can take form and give direction for both group and individual work." Although no one seemed to remember whether it was Anderson or the administrative team in general that spearheaded the task of developing a mission statement, Anderson may have served as the conduit.

Creating a Safe Environment for Collaboration and Change

Besides listening to staff and community concerns, making climate changes, and talking about school goals, Anderson laid the groundwork for risk-taking, collaborative decision-making, and change during his initial years as principal at North.

In her research on the principal as an enabler in shared decision-making, Carol Kennedy Bartz (1993) found that the staff's perception of what she calls "consideration behaviors" was the most important element. The extent to which a principal was perceived as demonstrating warmth; facilitating a positive, caring school climate; and respecting the ideas of others was linked to the effective implementation of shared decision-making.

Gloria Alkire (1993) notes that creating a safe environment is one of the components of a shared leadership model. A sense of safety can be fostered by such things as establishing norms of mutual respect, accepting failure, and encouraging risk-taking. Virtually all the behaviors that Bartz

A Sample of Bob Anderson's Beliefs

- The leader must have a strong sense of direction, but lets the staff make the decisions about the school's direction.
- It's important that staff really enjoy working at the school.
- Kids need to feel safe, comfortable, and challenged.
- You can accomplish so much more as a team—the more brain power you have, the better the decisions.
- It's important to model behaviors that you want to facilitate in staff; it's important to model the decisions the school makes and the direction the school decides on.
- It's important for people who work in a school to understand how the whole organization works and to know what's going on in the larger world of education.
- Staff need to see what's happening in other schools so that they can network with other educators and bring new information back to their own school.
- It's important for teachers to get out of their classrooms and collaborate with other teachers in groups.
- If you don't do research or collect data, you're not operating from much of a knowledge base.
- To facilitate reading and research among staff, you need to show them that you've done your homework as well.
- The staff are valuable both professionally and individually, both as teachers and as human beings.
- All teachers are capable of leadership; they're all leaders in their own classrooms.
- To create a "super school," administrators need to facilitate what the staff needs in order to get there.
- Through shared decision-making and shared leadership the staff become more committed and have more investment in their work.
- If you vote, you have winners and losers.
- Teachers need to make decisions because they're the ones on the "front line" who have to deal with the effects of the decision.
- You need to stay on the leading edge of information to make good decisions and stay healthy; otherwise you regress and don't grow.
- Don't ignore those who have concerns about a decision or they're likely to look for reasons why it won't work; listen to them, present relevant data, work out a plan together.
- If or when you state your opinion on an issue is a matter of timing; don't sway or influence teachers when they are in the process of deciding on a recommendation.
- If you push a decision or idea on the staff, the chances of it being successful really diminish; if the school isn't ready for something, back off.
- Shared decision-making is a gradual process; as the staff grow more comfortable with it, you can broaden the range and use it for tougher decisions.
- You're either getting better or you're getting worse; things don't stay the same.
- A school is driven by the best minds of *all* the staff, not by the principal's high expectations.
- You don't burn out if you keep growing and challenging yourself; there are always new and better ways to do things.
- A school shouldn't depend on one person, such as the principal, to make improvements and change.
- If enough staff are involved in data collection and research, the school can continue to improve no matter who is leading it.
- If you get enough staff into leadership positions, they can carry on the direction of the school if a principal leaves.

and Alkire enumerate are ones cited by North Eugene staff in reference to Anderson.

Anderson seems to have created a safe environment at North for collaboration and change through: (1) his strong sense of caring, (2) his openness and approachability, (3) his ability to let people know that it's okay to disagree with him, (4) his encouragement of risk-taking and trying new ideas, (5) his ability to allow people to feel it's okay to make mistakes or fail, and (6) his strong support for staff.

A Strong Sense of Caring

Anderson cares greatly about the kind of atmosphere that exists at the school. "It's very important to me," he said, "for people to really enjoy working here—to enjoy their work and to enjoy being here. Jobs in education are so difficult, you know. And, of course, the same goes for the kids. I really want them to feel comfortable, safe, and challenged."

Much of the success of shared decision-making is based on mutual trust, Bartz claims, so there is a strong need for the principal to be perceived as someone who cares about teachers as individuals. Every North Eugene staff member who I asked said, without hesitation, that Anderson definitely cares for them as a person. "I think he cares for all people," added Jeffcott.

One way Anderson shows this caring is the kind of support he gives to staff when they approach him with personal concerns or problems.

An Approachable Principal

Staff members talked about how open Anderson is in his relationships with staff and how he is a person to whom they can take their problems. In fact, several teachers indicated that they would talk to Anderson about a personal problem or struggle before they would speak to another staff member. Why? "Because he is very understanding," said Julie Taylor, foreign language department head.

Okay to Disagree

Alkire and Bartz both mention the need for principals to model that differences of opinion and respect for individuals can coexist. Vaughn, after characterizing Anderson's interpersonal skills as "exceptional," said, "He is just so very open. And he has a style where it's okay to disagree. It's okay to even get upset—I mean, we can work it through. It's a style that allows people to be themselves and also encourages them to grow."

Gary Craven, social studies teacher, said he thinks people are comfortable disagreeing with Anderson. "You can be pretty direct and say, 'I don't

agree with this idea.' I've never felt any vindictiveness from him—none at all."

Taking Risks with New Ideas

An atmosphere where risk-taking is encouraged and failure accepted is crucial, says Alkire, for the emergence of shared leadership. Craven, Taylor, and Jeffcott all commented on how open Anderson is to new ideas. More than that, Anderson has *encouraged* teachers to try new things.

"If anybody comes up with any idea, he'll allow them to try it and see where it goes," said Craven. Some staff consider this a weakness, Craven said; it's the idea that "you can't do everything and that maybe Bob should make some decisions about what we can and can't do. But that's not his style."

Sagor (1992), in examining three teachers who practiced transformational leadership, found that they all viewed teaching as an experimental science. So does Anderson, though he never used those exact words.

George Jeffcott, English teacher and staff president, was "highly frustrated" before Anderson came and until Anderson's "methodology" took hold. "I knew kids could learn a lot faster and it could be a lot more fun than what we were doing." Today Jeffcott is a teacher who expresses a lot of

A Truly Accessible Principal

Bob Anderson, staff agree, is an extremely visible and accessible principal. "He will talk to groups, as well as touch base with individuals, just to see how they're doing and how they're feeling about a particular issue," said Ann Vaughn, temporary assistant principal and math department chair. "He has a really informal manner in terms of getting out and talking with staff and in classrooms. And people really feel comfortable with that."

Anderson also has made it both physically and emotionally comfortable for students and staff to talk to him. "He has a lot of demands in the district and a lot of meetings," commented counselor Diana Vranas, "but by and large, I can get to him if I need him. And that's not what I hear from other schools nor what I've necessarily experienced from other administrators."

"Bob loves kids," said Pat Latimer, assistant principal, "and during the day he spends as much time with kids as he can." His door and all the administrative team's doors are open. "The kids know how to get to us," Latimer said. "We don't have a secretary or 'gatekeeper' that stops every kid that comes into the office. Kids have free access to us and we like it that way."

Vranas agreed: "I think kids feel very much that they can walk up to Bob, that they can go into his office. I would be willing to bet that if you were randomly to pick out ten kids that at least eight of them have met and personally talked to Bob. If you were to go to any other high school in Eugene, I don't think that would happen."

In fact, Vranas said Anderson had become *too* accessible and had to move his office last year from the first in the row of administrative offices to the last. "I think Bob realized that he needed to have some sort of buffer from every little thing—like my locker doesn't work or the dog ate my homework—because he does have so many responsibilities and needs time to deal with the big issues." She said everyone agreed it was a good move for him. Ironically, Anderson moved back into the office that was originally the principal's office. Anderson himself had chosen, a number of years ago, to move his office up front.

But he's still available. "Some administrators feel that their job is to represent their school yet not necessarily be accessible to their school," said Vranas. "But Bob is here, accessible to his staff, his students, and to his families."

enthusiasm for the freedom Anderson has given him. "He's allowed me to teach using new methods and new ideas," he said, as long as research supports the idea:

> Any time you walk up to Bob and say, "Hey, I have this idea," if you can base it on research, he'll say, "Go ahead, try it," no matter really what it is. If you can back up the idea—that it's not just something wild you've pulled out of the blue—he'll let you experiment. And as a result, I have three experimental classes that I've tried. The last one is called "History Through Literature" and is, I think, astoundingly successful. But that never would have happened without that kind of leadership from Bob.

When asked if Anderson also recognizes that some new ideas will fail, Jeffcott replied, "Absolutely. He understands that when you experiment there are going to be failures."

Robert Foster, English teacher, said he feels "100 percent" supported by Anderson because of the freedom Anderson has given him to make changes in his classes. Foster explained that he has done his own "restructuring" in the area of instruction. "I'm running it a little bit like college," he said. "And the statistics look tremendous. I actually get more work out of the students than under the old system. But Bob has taken some chances on that. Anyway, he has been very supportive in allowing me all kinds of experiments—and I've done some pretty radical ones."

Ann Vaughn, assistant principal and math department chair, talked at length about how she appreciated Anderson's support and enthusiasm for changes that the math department wanted to make:

> When we wanted to change our math program from the traditional program to an integrated math approach, it was a real risk taker for us. But Bob said nothing but supportive things and found money for us when we needed it. And I'm sure he felt like we did—that this may or may not work. But he never voiced any reservations whatsoever. He was just excited about it and said, "Go for it," which makes North a very exciting place to work at.

Strong Support for Staff

A leader's support for staff is listed by many in the literature as necessary for creating a collaborative environment. When asked how Anderson has manifested support, staff listed a variety of ways:

- He supports trying out new ideas and taking risks.
- He allows you to experiment with new classes, with no reservations voiced.
- He shows enthusiasm for changes or ideas you are excited about.

A Sample of Anderson's Skills and Behaviors

- He takes ideas from anyone and anywhere.
- He works a lot with teams and groups.
- He hugs kids.
- He picks up garbage and asks how he can help.
- He uses "we," not "I," when talking about the school and his leadership.
- He's "out and about" and is very visible.
- He knows how to get people involved in decision-making—invites them, lets people throw their hat in the ring.
- He presents information about a decision but usually doesn't take a side.
- He pays attention to staff who have concerns about a decision—he listens, presents data, discusses plans.
- He gives staff latitude, control, and resources for change.
- He fosters open, honest relationships with the staff.
- He visits classrooms, pops into the faculty lounge, stays in touch with *all* staff.
- He listens to staff and learns from them.
- He encourages teachers to try new ideas and experiment with new courses.
- He lets staff know that mistakes and failure are part of the process—that it's okay if a new idea doesn't work.
- He lets staff know that it's okay to disagree with him or get upset.
- He throws ideas out, just like everybody else.
- He xeroxes articles for other staff to read, circulates books and research materials.
- He sends staff to conferences.
- He does his paperwork in the evenings so that he can be accessible to staff, students, and parents during the day.
- He doesn't close his office door. He has no "gatekeeper" who screens students or staff from seeing him.
- He puts people at ease and fosters a sense of approachability.
- He cares about all the staff as individuals.
- He is very understanding about staff problems and rearranges schedules or provides released time if needed.
- He models behaviors that he thinks are important.
- He always takes a book with him to conferences.
- He networks with other people in the state.
- He has an eye for grants and involves the staff and community in grant writing.
- He's involved in *all* levels of the school.
- He goes to all school activities.
- He enjoys sharing the spotlight with others, dislikes being on the front page of the newspaper.
- He never says, "Look what I've done!"
- He uses humor, often in the form of gentle teasing.
- He has a facility for moving the staff forward, one step at a time, as they're able to handle it.
- He knows when to slow down or back off and has an acute sense of timing.
- He's patient and lets things evolve.
- He acknowledges good work.
- He doesn't let leadership get entrenched, is always looking for ways to involve more people.
- He's enthusiastic when teachers want to try something new or make changes.
- He knows how to create a safe environment for risk-taking and change.

- He finds money for grants or for ideas that teachers want to implement.
- He facilitates hiring of substitutes to free time for people to meet.
- He gives you latitude and resources to work on changes.
- He lets you make choices and have control in your work or on committees.
- He trusts you—you don't have to check out every decision with him.
- He backs you up if you're having trouble with a student.
- He tells people when they are doing a good job.
- He knows you're working hard and tries to help with bureaucratic things—he's not picky about technicalities.
- He's very understanding about any problem and arranges for time off or whatever you need.
- He values you as a professional, counts your opinion, and encourages you to do what you do best.

A number of the items listed above have already been discussed. One of the items, however, deserves additional attention.

Staff said Anderson is not only supportive of professional problems and concerns, but personal ones as well. Taylor said Anderson has always stressed that "our families come first. So if we have family problems, it's okay to leave school and go take care of that. He's just very understanding."

Kevin McCauley, cochair of the science department, said he had three children in preschool when he first started teaching at North nine years ago. "There have been a lot of times when I've had to do different things with my schedule, such as to get away early to pick them up. Bob has always been very supportive in helping me meet my family demands. I think he's exceptional that way."

Craven said some principals seem to be concerned only about events that occur within the confines of the school building, but not Anderson: "When my dad died a few years ago, Bob was extremely supportive in making sure I got released time. And he'll just say, 'If you've got something you have to do, then take care of it and we'll cover for you'."

Anderson's faith in and respect for teachers as professionals are what Craven and other teachers spoke about as so important to their job satisfaction and how they feel about the school. This aspect, usually referred to as teacher empowerment, is discussed further in chapter 5.

Chapter 3

The Team Concept: Working Together in a Collaborative Environment

Is North Eugene High School truly a collaborative place? Every staff member interviewed characterized the environment and Anderson's leadership as inclusive. Often staff referred to Anderson as either "setting the stage" or "creating the climate" for the staff to work together, share decision-making, and chart the school's direction.

For instance, Gary Craven, social studies teacher, said, "It's not that Bob Anderson has done a lot of things himself. He has set the stage and allowed and encouraged people to try new ideas. And he's brought the faculty closer together. We've always been a close faculty, but we haven't always worked together on curriculum or common educational experiences."

When asked if Anderson was a collaborator, Margaret Nichols put it succinctly: "Bob doesn't do *anything* by himself. If you're going to work with Bob, you're going to be collaborative—that's the way it is. He shares everything—power, mutual interests, himself."

We-ness Is How Collaboration Works

Anderson's constant use of "we" when talking about the school has already been noted. Nichols contends that in a successful collaborative culture there really isn't any "I." "Bob doesn't take credit for things because he doesn't think that he did it," she explained. "And in that sense, he's right. He didn't do it—that's the way collaboration works." She thought it was his "we-ness" that resolved the tensions Anderson inherited when he first arrived at North.

Anderson said he knows that some administrators make every single decision that affects their school. But he said, "That's a pretty lonely existence. We all work together here and I've just really treasured that because I like people and because I don't want to be sitting here alone making all the decisions. It's just much more fun to be part of a team rather than to be alone."

Anderson as Coach and Part of the Team

During interviews, Anderson described his role as that of "coach." Several staff members also referred to him as a "coach." "I've always valued the team concept," Anderson commented. When he was a student he played team sports, and he has been involved in coaching for many years. Anderson believes "you accomplish so much more if you work together as a team." He noted that in many sports people "need to be unselfish and all do their part in order to make it work."

Anderson said he has been fortunate to experience successes with teamwork in a variety of settings. "So I think that's what really has been my motivation," he commented.

As an example of both his team skills and his interpersonal effectiveness, several teachers mentioned that although Anderson was on the negotiating team during the teacher strike in 1987, he was able to avoid alienating staff. Sue Moe, cochair of the science department, believes that was a hard time for Anderson. "But he did it really well," she said. "You never felt like he was against you for doing what you did. Instead, you felt like he was trying to do his hardest to work it out."

Pat Latimer, assistant principal, described Anderson as "an outstanding coach, somebody who's able to realize the strength of his people and utilize them, somebody who empowers people." George Jeffcott, English teacher, summarized his thoughts about Anderson in this way:

> Keep in mind that he used to be a coach. He was a good coach, and I think one of the reasons he was a good coach is that he realized he was just the coach and that the kids were really the players. I think he has that same attitude toward teachers. He will give us information and try to coach us, but the game is really up to the staff.

"I'm such a believer in collaborative kinds of things," said Anderson. He alluded to the two plus two equals five concept: the more brain power available, the better the decisions, teaching, and school are.

Anderson does seem to collaborate or use a team approach on just about everything. Take the area of grant writing. Several staff members mentioned that Anderson supports them in getting grants for the school. They

also indicated that he encourages them to write grants.

Grant writing is hard work, Anderson admitted; it would be easier to sit back and not make the effort. But because he believes that grants are important, he feels strongly that it's one of the areas that "you need to push and really explore." It is also one of the few areas where he believes the principal should be in the forefront. "Yes, I think the principal has to be a leader in that area, or at least do everything he can to facilitate that. As most people know, grants are not going to just fall in your lap." Anderson does a lot of networking throughout the state, and he also sends staff members to conferences or other schools.

Anderson believes that the whole grant process is a team effort. "You can't do it alone," he explained. "'You need to get staff and the community involved. You need the best thinking and layout you can do, because it's getting more and more competitive every day."

Operation of the Administrative Team

"I think I really need to model the fact that our administrators work as a team if I expect the rest of the staff to work as a team," said Anderson. "We really are a team and we share responsibilities."

"Bob's whole concept of administration is a team concept," said Kevin McCauley, cochair of the science department. "He didn't foist all the discipline problems on one of the assistant principals. They all share equally in that. So even in his administrative team he shows a collaborative approach."

Anderson and the two assistant principals—Pat Latimer and Ann Vaughn (filling in for Byron Dudley, who is on leave)—don't divide responsibilities and roles as much as some schools do. Anderson said, "We all do discipline, we all do curriculum. And we go over the things we do each year and rotate those around a bit so that we all get to know all of it."

Traditionally, high schools in the district have an assistant principal for curriculum, an assistant principal for operations, and so forth. But North's administrative team doesn't operate that way. One person may take the lead role in an area for a few years, as Dudley did with scheduling, but they all handle every type of issue and problem. No team member has a rigidly defined role. Vaughn connects this not only to Anderson's interest in a team approach, but also to his belief that staff need to understand and be involved in all aspects of the organization.

How does this loose definition of roles work in practice? Latimer said that whoever is available takes care of daily problems or issues, such as discipline or scheduling. Latimer's main area of responsibility right now is operations. Thus when budget time comes, Latimer heads that committee.

However, they all work together on the budget.

Anderson's style allows administrators to delve into areas that particularly interest them. Latimer, for instance, has become interested in "outcomes-based education." In pursuing their interests, assistant principals at North need not fear they are trespassing on someone else's sole territory.

The administrative team meets twice a week, for an hour on Monday (their management meeting) and an hour on Thursday (their leadership meeting). The latter is a professional hour, in which "we try to share with each other what we're finding out about the world," said Anderson. Sometimes they talk about specific articles or books they've been reading. Latimer said that recently they have been working on "authentic assessment of the administration positions," which involves putting together a portfolio to demonstrate how they do their jobs.

Latimer said the administrative team is not hierarchical. They all contribute ideas or suggest research—it doesn't just come from Anderson. "Bob may state his position," said Latimer, "but he's also open to other people's positions. So you can take issue with him if you disagree with him. You're able to educate him."

The team makes decisions by consensus (as does the school in general). "Bob believes in consensus," Latimer explained. "I think we all do and that's why we work well together. We all have our strengths but we also want to be able to support all decisions. So generally we'll work till we get to that point where everybody agrees on the action to be taken."

The administrative team meets once a week with the counseling department. Diana Vranas, counselor, commented that the three administrators and three counselors view themselves as a team. They work together on curriculum planning, school policies, and student problems and concerns. "It's quite informal," she explained. "Actually, it's an attempt to keep communication going between us because we work on so many similar things."

How Collaboration Affects Teachers

Staff pointed out that Anderson's leadership had affected their own collaboration, both with other teachers and in the classroom. "I think there's definitely an atmosphere of working together, because we all serve on a variety of committees, working together on issues that are not necessarily our own little bailiwick," said Vranas.

Craven said that the staff collaborate a lot on decision-making, but not as much in the classroom. It varies, he said, among teachers and departments. He and another teacher in the Freshman House program collaborate about student needs and behavior, but they haven't yet unified the curriculum.

George Jeffcott, English teacher, agreed: "Bob is always encouraging collaboration with other teachers. So obviously the atmosphere and climate are right." However, he said it's a matter of finding the time. It's much harder, he noted, to collaborate in classrooms than during committee meetings. Yet North seems to be moving in this direction—broadening the range of collaboration.

Reducing Teacher Isolation

"I think that previously there were good teachers here," said Dudley, "but I really felt they were working in isolation. We are working together now."

Taylor said that Anderson's collaborative style of leadership drew her out of the classroom and increased her interaction with others. She thinks that participating in different committees is important because it prevents staff from becoming focused only on their own areas. "I think we all have a lot to offer the whole program," she added. "Working on committees enables you to talk to other people from other departments—which sometimes is hard to do in our busy days otherwise—and it challenges you to try to change some things when you hear good ideas from others."

Moe emphasized that just getting together with other teachers wasn't enough—that having the power to make decisions was also important. "If Bob didn't let teachers emerge with their own strengths and have control of what they do, I don't think that just getting together with other teachers would work. Because what's the use of talking about something if you aren't going to actually be able to *do* it?"

Collaboration Filters Down to the Classroom

Anderson's collaborative style has not only influenced how teachers interact with each other, think of themselves, and make decisions. It's also affecting the classroom. A team or group approach is now touching the lives of students.

McCauley said that his teaching style has changed dramatically as a result of Anderson's leadership. His classroom, which used to be rows of desks, is now clusters of tables. He focuses much more on cooperative learning and is trying to get students to take over aspects of the class and determine the nature of the course. In short, he said he was attempting to change from a teacher-centered classroom to a student-centered one. "Bob didn't come and say, 'Here's the way I think things should be,' but he set the stage for those kinds of changes to take place," said McCauley.

Taylor also mentioned that she was working more collaboratively in

How Anderson Fosters Collaboration

- Believing in collaboration and yet not imposing his ideas on others.
- Working with teams and groups of people.
- Using "we" instead of "I."
- Contributing ideas, just like everybody else.
- Touching base with staff and taking time to talk to people.
- Being patient—understanding that collaboration is a process.
- Leading unobtrusively through modeling, encouraging, facilitating, coaching.
- Creating opportunities for people to work together.
- Involving other people in leadership.
- Modeling the collaborative approach with his administrative team.
- Creating a safe environment for risk-taking.
- Creating a climate for change without forcing change on the staff.
- Intentionally involving staff in decision-making and allowing them to control the direction of the school.

the classroom—"having the students do more cooperative learning and realizing that I don't have to be the center of the classroom." Moe said Anderson's leadership had strengthened her "hands on" approach—to experiment more and lecture less. "I think a lot of us have made a real move toward group learning and letting kids use other kids to help each other."

Taylor and McCauley said that both Anderson's leadership and the restructuring process are interwoven in instructional changes they have made. Dudley noted that North is moving to an environment where "teachers really serve more as a coach than the impeccable authority on a subject."

Jeffcott added that transformational leadership seemed to mesh well with the new concept of teaching:

> That's something Bob believes in—that teachers need to facilitate learning. Students have to learn to use their own minds and be creative and do problem-solving on their own. So what teachers really need to be doing is to show kids how to become learners themselves, so that they can then chart their own paths. And I think essentially what Bob is doing is modeling that approach to teachers, who may then pick up on it and use it with students.

Chapter 4

Seeing the Big Picture: Understanding How the Total Organization Works

Bob Anderson thinks it is important for people who work in an organization like a school to "see the big picture." As Sonja Yates (1993) puts it, teachers need to understand how each part (grade, subject, or classroom) is linked to all the others.

Teachers and administrators can see the big picture, Anderson believes, if they get out of their classrooms and offices so they can be exposed to what others are doing. In addition, he motivates staff to read research (to understand the larger world of education) and sends teachers to conferences to network with other educators and learn about how other schools do things.

Anderson explains his concept of the "big picture":

> It's a combination of things—of helping teachers to read research, to get out and view successful programs around the state or country, and to really understand what's going on in the world of education so that they can bring the bits and pieces that fit back to us, *rather than just me doing that.* It's really all of us understanding more about how the total organization works, to continue to learn and to make decisions that are best for kids.

North Eugene High School, Anderson said, is "trying to break down the isolation of teachers and facilitate work in groups, work across, so that people see the whole picture rather than just that of their classroom. That's the real cornerstone of change."

As was mentioned in chapter 3, Anderson's leadership has reduced teachers' isolation in the classroom and gotten them working with other teachers. "Instead of just focusing on my teaching," said Julie Taylor, foreign

language department head, "I've been encouraged to get out and look at the whole school, the whole picture. And that's challenged me to grow more."

Anderson seeks to involve people in the whole organization. "All the different committees I've been on," said Kevin McCauley, cochair of the science department, "have broken me out of the science department mold. I've worked with almost every teacher in some way, and I now know a lot more about their needs and concerns and strengths. Also, I have become far more aware of education as a process. So I now see myself in larger terms—as an educator as opposed to just a biology teacher."

Reading and Research Guide School Improvement

North Eugene uses research as a way to stay informed and as a basis for decision-making. The research orientation began in earnest when North first started working on school-improvement projects.

Anderson sets a good example. "He diligently studies," said George Jeffcott, English teacher. "He's a good researcher. He doesn't shoot from the hip—he doesn't want to rush into things. He wants to make sure that anything that is done is based on research."

Anderson said that he does "an awful lot of reading and research on the kinds of things we need to be doing in school." It's hard to find the time, he admitted, so he often reads "in bits and pieces." He frequently reads short or condensed publications.

North began its training in research and data collection in 1988 when the school implemented the Onward to Excellence (OTE) program, developed by the Northwest Regional Educational Laboratory in Portland. OTE involves collecting data and building a school profile around the data. "OTE is a research-gathering mechanism," said McCauley. "It's a way of learning—surveying your staff, parents, the community at large—to find out how you're doing and what areas need to be worked on, so that you focus on certain kinds of things that seem to be real perceived needs." According to Anderson:

> That process really started us on data collecting and reading research. So ever since, we've continued to collect data to give us an indication of where we are and what changes we need to make. I think that has been in the background of our changes and has created a really solid foundation behind it. If you don't research or collect data, you're not operating from much of a base.

Research guides the selection of schoolwide goals at North. About four years ago, the school goal was "writing across the curriculum," which had been chosen based on research. Several departments integrated writing exercises for the first time and found them effective. "That's part of the

process," said Jeffcott. "You demonstrate that research really does pan out. And once you do that, then it opens up new possibilities. But you make believers of the staff first."

When North Eugene recently considered changing from a seven-period day to a four-period one, research and data guided the decision. Staff examined schools that had implemented a four-period day and got input from both staff and students in those schools. They also accumulated articles on the four-period day. Anderson and another staff member visited a Colorado school that uses a four-period day schedule. The counseling department called the Colorado school with their own set of questions. Anderson shared information with staff on student and staff responses at the Colorado school and outlined what a daily schedule might look like.

"I think that really helped," said Vaughn, "not only with staff, but with parents in parent meetings, because when questions came up, they saw that we had, in fact, researched this and had some pretty legitimate answers."

Circulating Research

Anderson hasn't had to persuade staff to circulate research. He believes that once a pattern of reading professional literature and research is established, it tends to continue. "People recognize the validity and importance of doing that. So it's a matter of trying to keep data in front of people and providing opportunities for them to be involved" said Anderson.

How does Anderson support staff efforts to stay informed and share information with colleagues? First, he models these behaviors; staff see him reading and doing his "homework." Members of the administrative team, too, regularly discuss and exchange articles about school improvement and other issues. Finally, Anderson shares articles with teachers. For example, "when *Megatrends 2000* first came out," he said, "we went down and bought eight or ten of those books and distributed them among staff. We do quite a bit of that, to try to get things circulated."

Staff members exchange articles among themselves. "At North I think there is a shared vocabulary," said Assistant Principal Byron Dudley. "When people talk to each other, we understand each other because we've been reading similar materials. We bounce things off each other. I've got a tape on my desk that someone brought in about total quality management in Sitka, Alaska. It's that kind of thing—you hear something, or I read it and think you'd be interested in it."

Several staff do research, but not as much as they would like to do. Participation in restructuring committees motivates them to read and do research. "There were a lot of articles that we were going through on the Futuring Committee," said Sue Moe, cochair of the science department. "Our

latest group was trying to put together a woman's equity grant, and we've been flying articles back and forth in that group for quite a while now."

McCauley has five binders filled with articles gleaned from the last three years of restructuring work. "The research that I've done," he said, "has made me feel that I'm quite conversant with the cutting edge of what's happening in the larger world of education."

Conferences and Networking Part of a Larger Picture

Anderson provides opportunities for staff to attend conferences and network outside the school building. He believes exposure to what others in the field are doing is very important. "I think that opens up opportunities for you to talk more with people in other schools or other districts or levels, and it's sort of a check and balance. I think it's really helped us grow," he said.

Interaction with other schools also occurs in other ways. For example, the North Eugene math department has done inservice workshops in schools throughout the state.

Although networking is time-consuming, Anderson promotes it because it allows him and his staff to see other schools in operation.

Anderson believes change emerges from interaction, not isolation. For him, seeing the big picture includes more than teachers' collaborating with other teachers at North, though that's a first step. "I think we have to model that behavior *outside* of our school, just as a teacher has to model that behavior outside of the classroom."

Chapter 5

Empowering Others: Creating Leadership Opportunities for Staff

"Empowerment is the collective effect of leadership," Warren Bennis (1990) observed. Under effective leaders, Bennis reasoned, teachers would feel significant, learning and competence would be valued, teachers would feel part of a community, and their work would prove exciting. All four results are evident at North, where Bob Anderson involves teachers in leadership positions as much as possible.

Valuing Teachers as Professionals

Anderson values teachers as professionals, and the staff senses his respect. Being treated as a professional is one of the main ways teachers feel supported by him. Counselor Diana Vranas said:

> I think I've always felt valued by Bob. And not only from a personal perspective, but as a counselor. I've always felt very encouraged because basically he says, "You're a competent person and I trust you to do the best you can do." As a result, I've felt as if I have a lot of leeway. I feel I can define my role, to a certain extent, by the needs that I see. There are some things that I have to do and I can't get around them. But in other things Bob lets me make my own choices. He trusts me to do what's right and that gives me a lot of confidence.

Anderson's respect for the staff's abilities and the autonomy he gives them lead naturally into shared leadership.

All Teachers Are Capable of Leadership

Kevin McCauley, cochair of the science department, spoke about Anderson's desire to share leadership with staff. "He's tried to involve as many people as he can. He's very good at getting people to come out and start becoming leaders in various committees."

Anderson believes *all* teachers are capable of leadership. "They're all leaders in their own right," he said, "and given the opportunity, they all can really shine and lead. We've had that happen in our school time and time again."

Anderson has seen people emerge in leadership roles who he wouldn't have thought would be interested. He said that if someone had asked him five years ago, "Who are going to be the leaders in your building?," he would have missed a few of them. "So I don't try to predict that anymore because I really believe that they're all very capable of that ability and they've demonstrated that in the classroom for years."

Variety of Ways to Involve Staff

Anderson involves staff in leadership by asking them to head up committees and by providing opportunities for people to "throw their hat in the ring." "So it's not just people I've selected," Anderson emphasized, "it's people who have come forth and said, 'Yeah, I'd like to do that,' or 'I'd be interested in trying that'." In most cases, he added, these people gain additional respect from their peers when they assume leadership positions, and Anderson thinks this is good for everyone.

In speculating about how staff began to get involved in leadership, McCauley said, "Bob just created opportunities for people and invited them. Or he'll talk to certain staff members who then approach these people. He uses a variety of methods."

For example, in the spring of his first year, a new staff member found himself acting as master of ceremonies during "career week." How did he end up with this leadership role? He explained that it grew out of his involvement in one of the "career week" committees. Another staff member on his committee suggested that he would make a good M.C. He was surprised, but also pleased. He enjoyed the role, which gave him an opportunity to share his sense of humor with other staff members.

Sue Moe, cochair of the science department, claims she "sort of emerged out of nowhere" as one of the leaders in restructuring. She had little previous leadership experience, but became chairperson of one of the "2020 Act" school improvement grant committees, has been coordinator for the 21st Century Skills Committee, and is currently coordinator for the Core Application Committee.

In the last four or five years at least half of the teachers at North have assumed some kind of leadership role, estimated Gary Craven, social studies teacher.

Leadership Positions Open to All

Key leadership positions in the building "are not necessarily filled by the people you might expect," said Assistant Principal Dudley. For example, the staff president during 1991-92 was a finance clerk who works in the front office—a classified rather than a certified employee. In the previous year, Dudley said that the school-improvement grant process was codirected by two classroom teachers, not by administrators or department heads. "We opened it up," he commented, "and asked anyone who was interested to apply, and the two classroom teachers were selected."

Anderson doesn't let leadership positions become entrenched. Coordinator positions are open to anyone on the faculty. "Then decisions are made by groups of people, not by Bob alone," said McCauley. This year Craven relinquished his role as coordinator of the school-improvement grant partly to give others a turn at leadership.

Vaughn said that Anderson did not inherit a staff who already felt empowered. Although the department chairs had had some power, she said, Anderson has empowered everyone.

Only a handful of people used to assume leadership positions, said Vranas, but Anderson changed this pattern:

> I think he's made leadership accessible to a lot of people. There is a place for you to become involved in decision-making if that's what you choose. I've done lots of committee work—and I think I would have anyway—but there is an atmosphere, encouraged by Bob, that he wants as many people involved as possible. He makes an attempt to include everybody.

Anderson's Rewards Come from Empowering Others

Assistant Principal Pat Latimer described Anderson as someone who receives fulfillment from seeing others develop: "He's not power-based at all. His power comes from empowering other people, I think—that's where he gets his satisfaction. He likes to see other people be successful and guide them in that way."

To elaborate, Latimer used the image of Anderson as a coach. "A good coach empowers his players to believe that they have some control over the situation, and that they can get better through hard work. He develops their self-image, their egos. And it's not important for him to be out front. He feels

best when they're successful."

Dudley summed it up: "I think Bob's greatest strength is what he brings out in us."

Opportunities for Influence

Anderson believes sharing decision-making and leadership causes staff to become more committed to their school and more invested in their work.

Opportunities for staff influence and ownership at North have increased the probability that ideas will be brought to fruition. Craven said, "I've worked in other places where somebody said, 'This is what we're going to do and it's going to be wonderful,' and everybody thought it was kind of a nice idea. But since it wasn't *our* idea and we weren't involved in it, it just kind of faded away and didn't get done."

Craven said Anderson is the first principal to make him feel he has a lot to contribute regarding how the school is run. He knows that his involvement will make a difference. Typically, he said, staff serve on committees and it *doesn't* make a difference. But he believes most staff feel that the committees at North do make a difference.

"One of the reasons I'm as active as I am," Craven added, "is that I would like to control the direction that the school goes—I'd like to have input on that. And I know that whoever is on these committees is going to be the driving force. Those committee ideas are going to be the primary things we're going to consider. So I want to be there."

Craven cited similar reasons for staying at North:

> I *really* like teaching here. I have no desire to go anywhere else. I don't know any place else where I would have the same opportunity to have an influence on the direction of the whole school. So when you have an opportunity to work in a place where you feel your opinions and value are respected, that's worth a lot.

Teachers Learn Leadership Skills

Anderson has served as a role model or mentor for at least several staff members. Julie Taylor, foreign language department head, said she tries to model some of the things Anderson does within her own department. "I try to learn from him," she added, "because he's so patient, whereas I tend to rush things through and get it done with."

Kevin McCauley, cochair of the science department, said that he has learned a lot from observing Anderson: "I've learned to be patient in certain situations and let things evolve—that you don't necessarily have to attend to every problem right away. Sometimes you can just let things kind of sift. Some problems go away of their own accord and the ones that don't are the ones that really needed to be attended to anyway." Both Taylor and McCauley cited learning patience and a sense of timing from Anderson.

McCauley said Anderson has been an unofficial mentor to him. Ann Vaughn, temporary assistant principal and math department chair, also referred to Anderson as a mentor. "I think I'm probably sitting in this office because of his leadership and the mentoring he has done for me personally," she said. "I did a practicum with him last spring and he's been a wonderful role model for me. I've learned a lot from him, even in interactions with people, both during times when things are going well and in times when people are struggling with ideas. I just think he serves as a real role model for the rest of us."

Chapter 6

Creating Ownership Through Shared Decision-Making

Shared decision-making (sometimes called "participatory management" or "site-based decision-making") is a primary focus of collaboration at North Eugene High School. Anderson's core belief in the team approach is put into practice as the "players" and "coach" make decisions together.

Anderson believes that the more heads you put together, the more brain power you have, thus better decisions tend to evolve. Also, because teachers are usually the ones most affected by school-based decisions, they need to be part of the decision-making process. "The more staff are involved in making the decisions about the direction of a school, the more invested in it they become," Anderson said.

Decision-Making During Anderson's First Years

Shared decision-making is a process that evolved gradually at North Eugene. When Anderson first assumed the principalship at North, he solicited input from staff and then made decisions based on that input. "That really isn't shared decision-making," he said, "even though decisions were made in the building. You need to sit down with folks and make decisions together, so that they take ownership and responsibility for the decision."

Anderson emphasized that the process had been piecemeal. "It wasn't as if one day we *weren't* a site-based decision-making school and the next day we *were*. It's something I think you move into gradually, and as everybody starts to understand it more, then you broaden the range of decisions that you make collaboratively." Currently, most of the collective decisions at North relate to instruction.

Craven said Anderson has done a variety of things to involve staff in

decision-making. "When it came time for the 2020 school-improvement grant, we had gone through the Onward to Excellence (OTE) decision-making process, and more and more teachers were becoming involved," he recalled. "I think Bob felt we were ready then to investigate some serious changes."

Prior to Anderson's arrival, the school had operated on a more authoritarian, hierarchical model. Anderson recognizes that change is a process that shouldn't be rushed, and thus he is patient about the process.

Deciding by Consensus

Administrators and staff at North pride themselves on the way they make decisions. Their decisions are (1) based on research; (2) made by consensus; and (3) intended to be in the best interest of the students and their education. Byron Dudley, assistant principal, stated: "Bob insists that we don't vote. We decide by consensus. Bob believes that if you vote there are winners and losers. If you must work it through and decide by consensus, then no one has to feel they've been defeated. And everybody feels an obligation to work with the program—you're reluctant to work against it this way."

According to Dudley, one of the techniques small-group members at North use is to hold up colored circles to indicate their position on an issue—red meaning "I can't support it"; yellow meaning "I can support it, but I'm not enthusiastic about it"; and green meaning "Go!" Dudley said they discuss an issue as long as they have someone who says they cannot support it, or until they've reached some kind of workable agreement.

Craven feels that consensus decision-making works well at North:

> It's slower and I get frustrated frequently that we're not moving fast enough. But if Bob were to impose something, we would all do it and then go back to our rooms and do the same things we've always done before and give what Bob wants simply lip service. I've seen that happen with fads up and down the line. So if you want something to really change, you've got to get teachers to agree to it and to think that it's their idea.

"What does consensus really mean?" Jeffcott asked. "It means everybody is going to agree. But in reality that doesn't happen. So I think you have to go with 'majority consensus'." Anderson acknowledges that in a large group it's next to impossible to get *everyone* to agree, so that "majority consensus" more aptly describes the process.

How the Decision Process Begins

The school's decision-making process does not follow a strictly defined formula. In general, the process begins when different groups bring proposals to staff meetings where concerns, complaints, and suggestions are raised. After receiving feedback, groups rework their proposals or recommendations and then bring them before the entire staff again.

This year North began using a "decision sheet" whenever a group wanted to make a change. This sheet indicates who originated the idea, where the staff can offer input, how a decision will be made, and what choices a staff member has in the decision-making process. The sheet also outlines the process that the group needs to go through in order to come up with a recommendation. "So what we're trying to do," said Ann Vaughn, assistant principal, "is encourage people to get involved before it's time to make a decision on something."

However, this sheet is not used consistently. In the recent four-period-day decision (see sidebar on page 40), for example, a different process was used, due to time constraints and the complexity of the issue. "We don't have a particular process that we use every time," said Vaughn. "We're not at that point yet, although we're talking about it—that maybe we can clarify this to get it down to a process."

Counselor Diana Vranas said North's decision-making process "seems to change a little every year. This is an issue with a lot of staff: Do we really know how a decision is going to be made? We have lots of committees and groups and lots of involved people, so sometimes it's hard to tell where this is going to end, where the decision is going to finally be made. Some people are more comfortable with this than others."

Anderson's Role in the Decision Process

To illustrate some features of and sentiments about the decision-making process at North, it is useful to examine in greater detail how the school dealt with one recent issue: whether to initiate a four-period-day schedule.

The four-period-day decision brought out people's feelings about if, how, and when Anderson should get involved in the shared decision-making process. Several staff expressed a desire for Anderson to make his opinion known. Jeffcott said that several staff wanted Anderson to indicate he *wanted* a particular decision and that they would have happily supported him. "But Bob will not do that," said Jeffcott. "He wants everybody to make up their own minds. He doesn't want to impose his will on a group of people. And I think that he really believes that if you're going to have permanent change,

Decision About the Four-Period Day

When many of the staff were interviewed for this Bulletin, the school was in ferment. The interviews had caught them right in the middle of a controversial decision—whether to move from a seven-period day to a four-period one. The proposal came from one of three teams exploring North's core-level curriculum for next fall. All three teams had discussed scheduling, since changes in instruction over the last several years had created problems with scheduling. One team specifically proposed the four-period day as a solution.

The Process

The four-period-day decision, said Ann Vaughn, assistant principal, was different from other North decisions, because the staff were on a "time line" in putting their schedule together for the following year and starting to get their curriculum handbook ready. "We felt a real time pressure that we needed to make a decision," said Vaughn. So Anderson came up with a decision-making process that he thought would work for this particular issue, then ran it by some staff.

One of the steps in the process was for staff to discuss the issue at the department level. Departments polled their staff members individually, then department chairs came together in the Curriculum and Instruction (C & I) group, comprised of department heads, the three administrators, and the office manager (who represents classified staff). This group was to decide by consensus whether the school should convert to a four-period day the following fall.

Educating Staff

Meanwhile, before the C & I group met, inservices were held to educate staff. "We had a few staff meetings where issues were addressed," said Vaughn. "Staff had an opportunity to ask any questions, both in writing and orally. And the three of us administrators then sat down and answered in writing every question." A mock schedule was also put together so staff could see how the school would function under this new kind of scheduling. Articles were distributed that addressed aspects of the four-period day. Anderson shared information he gleaned from a visit to a Colorado school that uses the four-period-day schedule. The school also explained the issue in parent meetings and even involved students.

The Recommendation and Staff Meeting

Eventually, the C & I group recommended the four-period day to the school. It was an unusual and difficult staff meeting that took place on March 17, 1993. Staff had different perceptions of exactly what happened. There was a lot of discussion, and, according to Anderson, "it was getting a little fuzzy as to where people were all of a sudden." George Jeffcott, English teacher and staff president, finally said, "Okay, there's a time to talk and there's a time to state where you are. Where are we on this issue?" Then he asked people to stand if they supported the recommendation or could live with it. All but two staff at the meeting stood. It was the first time during Anderson's tenure that the staff had ever voted on a decision.

Anderson said later that he thought it was all right that the staff had voted in this particular instance. "We were in a little bit of a deadlock," he explained, "and so it was kind of a way out of a dilemma." He saw it as a way to provide clarification on a recommendation that had got "muddied up" by what turned out to be a vocal minority. And he didn't rule out the possibility that "we might have to do something like that again sometime."

It was obvious, said Jeffcott, that a majority of staff were willing "to give it a go." Counselor Diana Vranas said that the counseling department was one of two departments that had opposed a four-period day because she felt the plan was rushed and that parents and students had not been adequately involved in the process. However, she emphasized that now that the decision has been made, she and the rest of the counseling department will support it.

people have to discover the reasons for the change, the necessity for it."

Some staff said Anderson is reluctant to give his opinion on issues. Anderson presents information in a balanced manner, according to Jeffcott, but really doesn't state his own wishes. "For some people that's a little frustrating," Jeffcott noted, "but he doesn't want to sway people. I agree with him—that as a principal if you say you believe in something, then everybody says, 'Okay, that's what we're doing.' They stop thinking at that point. Bob really refuses to go along with that mentality."

Anderson said he *did* make his position clear on the four-period-day issue, but he intentionally disclosed it late in the process. "The staff knew how I felt," he said. After all, Anderson was providing research, data, and handouts for them. But Anderson stayed out of the decision process—he even removed himself from the department leader meetings that he usually attends—because he didn't want to influence the staff. "I wanted them to clearly understand that the teachers who will be teaching the kids in this system needed to make the recommendation, apart from me," he said.

But when a recommendation was made about adopting a four-period-day schedule and some staff still seemed to be having trouble with the issue, Anderson then made it clear why he supported the four-period day. He did not, however, ask staff to support him, because he doesn't believe this would serve the interest of collaborative leadership. Anderson merely noted that perhaps the frustrations were good "as we move down the road into tougher and tougher decisions."

Dealing with Doubters

Anderson believes administrators should pay attention to those who are having difficulty with an issue. "I think the key to it is that you recognize the people who are having trouble moving to something," he said, "and you sit down with them and listen closely to their concerns. Then you try to provide them with data that address their concerns, and talk about how we might work through some of those problems."

For example, when the four-period-day decision was being considered, the counseling department was concerned about how the school was going to deal with students who move to the North Eugene area and enroll at North after first attending a high school that was on a different type of schedule. Anderson told the members of the counseling department that he had data from other schools that addressed that situation. Then he said, "I think we need to sit down and develop a plan ahead of time so that you people are comfortable with it and that it's something that will work in the best possible way for these kids. So let's see if we can work together to get at least to a place where we can live with it for a year until we figure out a better way."

Problems with Shared Decision-Making and Consensus: Some Staff Views

Some of the frustrations cited below are probably inherent in the shared-decision-making process. Others are concerns that North no doubt will address as it evolves further along the path of collaborative decision-making. Here is a sampling of some staff views:

- It's a harder, slower process and can be frustrating.
- It's easier—and more efficient—to be told what to do than to have to make up your own mind.
- It's not black and white—there are gray areas. Sometimes we need a "buck stops here" decision.
- It's a myth that you don't have winners and losers just because you don't vote; when people have invested time in committee work, they want to see results.
- You need to be face-to-face in a room together to make consensus decisions—you can't reach consensus through the "representative" process. Yet how can you do "around the table" consensus with over sixty people?
- Leaders of committees think they are communicating with *all* staff members, yet often they're not; they assume that everybody knows what they're talking about, yet sometimes people don't.
- There's no single decision-making process at North; the process is different for different decisions, so someone new wouldn't know where to go with a problem.
- Decision-making at North is vague: How are decisions made? Who has responsibility for what? Who or what group makes the final decision?
- You need to know the process in advance; you don't suddenly ask people to stand to express their position on an issue.
- The decision-making process at North needs to be outlined in writing.
- Staff agreements aren't enforced, so people violate them; but how can they be enforced?

If you avoid or ignore those who have doubts about the wisdom of a course of action, explained Anderson, "then you've got some people who are kind of standing back and looking for all the reasons why it won't work, rather than why it will." Paying attention to those who have concerns about a possible decision is a way of keeping the whole school moving, he said. His philosophy is to try to get to a point where enough staff are saying, "Yes, I think it's a good idea" or "I can live with it," and then spend time with those who are having difficulties.

Would Anderson Force a Decision on the School?

"Bob has strong goals," said Craven. "Yet he believes that if the school is going to make changes, it has to be the school that does it, that you can't impose policies or ideas on the school. Sure, he has opinions and things he would like to have. But he works hard at biting his tongue and not pushing them."

In the instance of the four-period day, which Anderson clearly wanted, what would have happened if the curriculum and instruction committee or the whole staff had decided against it? "Then we wouldn't have done it," Anderson replied. He said he would never force a decision on the staff, even if he felt that it was a direction in which they needed to move. "They're the ones on the front line," he explained. "Had I pushed it, then the chances of that being a successful project would really have been diminished. So I would

just have said, 'Maybe that works for some people, but perhaps the timing isn't right for us yet.' If we weren't ready, we weren't ready. I'm really clear about that."

Who Enforces Decisions?

English teacher Robert Foster expressed frustration that group agreements about such things as food in the classroom, tardiness, or hallway behavior aren't adhered to by everyone: "It doesn't matter what it is, we will agree to it and then not follow through."

Vranas said that it depends on the issue. For instance, food in the classroom might not be very important to one teacher, but a consistent grading process across the curriculum might be very important to another. "I think it's really hard to get sixty people agreeing on every little detail," she said.

Craven acknowledged that "some staff members think that Bob should enforce those group agreements, but Bob said that's not his job—that the staff decided that, so the staff should deal with it. There is a difference between a group agreement and a policy. If it were policy, Bob would enforce it."

Does Anderson Make Some Decisions Independently?

When staff members were asked whether Anderson makes final decisions, virtually all said no, though several believed that he must make some decisions independently. Pat Latimer, assistant principal, said that Anderson makes some "nuts and bolts" decisions, but not major ones.

Anderson has found that staff do not want to be involved in some areas, such as in decisions involving climate or cutting staff, so he has assumed responsibility for those areas, "with some input." However, when North *adds* new staff, existing staff decide who they want to work with.

"We've evolved more and more in shared decision-making," Anderson said. "I think in this next round, if we have to cut staff, we'll have more of a shared decision-making arena on that." It may be time, in other words, to broaden the range of decisions that are made collaboratively at North.

Chapter 7

Continual Improvement: Getting Ready for the Twenty-First Century

Anderson believes strongly that staff and administrators need to be continually learning and growing. Several staff said Anderson often remarks, "You're either getting better or you're getting worse."

For Anderson, part of "getting better" involves keeping up with general knowledge about education and the world. Specifically, it means understanding what skills and knowledge students will need for the future. Reading, research, conferences and workshops, and networking all contribute to growth, emphasizes Anderson.

Staff referred often to growth and learning when talking about Anderson. For instance, Ann Vaughn, assistant principal, said, "I think his leadership style has not only allowed me, but *encouraged* me, to grow both professionally and personally." Kevin McCauley, cochair of the science department, also said that Anderson has given him many opportunities for personal growth.

Keeping Up with Change

Growth, of course, is linked to change. One of the four areas of knowledge that Walker (1993) thinks is crucial for transformational leaders to possess is an understanding of change. Anderson spoke about his views on change:

> I think the world is changing so quickly that if we don't continue to grow and learn and model that behavior, then we spend our time thinking about the way it used to be. And it's never going to be that way again. I just think there's so much information available on which

> to base decisions that we need to stay on the leading edge of that to stay healthy. Because otherwise you regress and you don't grow—and that's not healthy.

Calling Anderson the "architect for change" at North, McCauley said he "creates a climate for change without having to force the change itself." Gary Craven, social studies teacher, spoke similarly about Anderson's belief in change: "It's about Bob saying that we're going to make changes and we need to get out there exploring what the twenty-first century is going to require of us. And it's him encouraging change, but not necessarily directing the change." Instead, Craven emphasized, the staff controls the specific direction of change at North.

Anderson isn't "faddish" about change. He said, "What you have to do is become knowledgeable enough and read enough to see how things fit this organization and try to understand the global perspective of it to see if it's just a fly-by-night kind of thing or if it's here to stay. And hopefully you make mostly good decisions based on that."

Although Craven acknowledged that the change process is "full of fits and starts," he noted that "we are making changes."

Staff Attitudes Toward School Improvement

Kenneth Leithwood (1992) found that significant relationships exist between aspects of transformational leadership and teachers' reports of change in both attitudes toward school improvement and altered instructional behavior. In chapter 2, North Eugene teachers spoke of changes they have made in the classroom. Staff members also indicated that Anderson's leadership has changed their views on school improvement. Counselor Diana Vranas said Anderson has been instrumental in getting the staff to look at restructuring and meeting the future needs of students.

McCauley said he initially thought restructuring might be just a fad; now he is convinced that it's "a paradigm shift." The first year McCauley got involved in restructuring, as coordinator of a state school-improvement grant, he admitted that he applied for the job because he needed the extra money. "But what happened by the end of the year," he said, "was that I got hooked on the things that I learned." As a result, he began altering his behavior with other teachers and in the classroom.

George Jeffcott, English teacher, was "highly frustrated" about the slow pace of change before Anderson arrived and the new principal's methods took hold. "I knew the kids could learn a lot faster and it could be a lot more fun than what we were doing," he said. Now, however, he said he feels he's doing something important: "I feel like things are happening and that there are a lot of possibilities out there."

Initially, Craven was not convinced that things could be done differently. A teacher with twenty-five years' experience, Craven explained how Anderson's leadership has made him more optimistic about educational change:

> I was a little reluctant to get involved at first because I thought it would just be more meetings that wouldn't get anywhere. I've been through fads and changes and they all tend to go away. So I wasn't real supportive at that point. But I've been converted to believe that I *can* make a difference and that schools *can* be different.

The 'Extra Effort' Factor

Leithwood (1992) and others contend that transformational leadership is valued by some educators because it stimulates teachers to put forth "extra effort" (see also Sergiovanni 1990 and Hoover and others 1991). Richard Sagor (1992) calls this "the push for improvement" and lists it as one of the key features of transformational leaders. The push for improvement is demonstrated by leaders who provide the right combination of pressure to improve and meaningful support during periods of change.

Anderson's leadership has resulted in an "extra effort" by everyone at North. But staff never indicated that Anderson applies pressure or says anything directly to them concerning expectations. They do, however, definitely perceive his support.

Does Anderson have high expectations for his staff? Yes, he said, he does. However, he thinks the staff probably see him more as a "supporter."

How are Anderson's expectations manifested? According to Jeffcott, Anderson has high expectations for himself and models this behavior for the rest of the staff, as a coach would demonstrate appropriate practices for his team. Jeffcott said Anderson gives little "clues" every once in a while that perhaps staff should take a closer look at what they are doing. These clues take the form of "suggestions." "A good phrase for him would be 'a gentle persuader'," said Jeffcott.

Anderson said it isn't his style to *say* something to teachers, rather it is a matter of modeling hard work, reading research, and trying to do the best for kids. He explained:

> Basically, I have great expectations for the school—being a super school. But I think that's best accomplished by my facilitating the kinds of things that the staff need in order to get that done. What I'm saying is that it's not a school that's driven by *my* high expectations. It's a school that's driven by the best minds of all the staff, trying to put together the best possible program, under the conditions, by the teachers.

Craven said Anderson has never stood before the staff and said,

"Look, we're going to be a great school, so get out there and give it your best." That's not his style. Craven said, "It's not like we're doing well because Bob's set high expectations. I think there's an assumption that we *all* want it to be a good school—and we're all going to do what we can to make it that way."

Everyone Works Hard

Not just Anderson but the whole faculty at North work hard and put in extra hours. Many staff members are on more than one committee and meet during lunch or after school.

Jeffcott said there have been times when he has spent four to five hours on weekends compiling information as part of commmittee work. He also said there have been weeks when he's had some type of meeting every afternoon and often during lunch. He indicated that he is not the exception. "There has been an incredible amount of work done by the staff, all on their own time," he said.

Why are people willing to work so hard? Does this happen in most schools? Jeffcott believes staff often work extrahard for a principal if they are part of the "in" group that the principal has gathered around him or her, but that everyone else is ignored. "That's the key," he explained. "If you think that somebody is actually listening to you, you're much more willing to do some work. If, on the other hand, you feel like you're being used, then you're not going to do that." He said the majority of the staff are working much harder now than they did before Anderson assumed the principalship at North.

Teachers work hard because they know they have the ability, through committee and group work, to influence the direction of the school. They know that what they do counts. Thus "working hard" at North seems linked to Anderson's collaborative team approach and his emphasis on empowering others. Teachers at North share a common mission, are committed to restructuring as part of that mission, and believe North is *their* school.

Anderson's Views on Burnout

Bob Anderson puts in long hours. Nearly all those interviewed characterized Anderson as hard-working. Some were concerned about the number of hours he devotes to his job, wondering if it might affect his health or if he might burn out.

Anderson, however, has a different perspective on burnout:

> I don't think that if you continue to grow that you run into burnout. Burnout happens—and this is my own definition—when you get stagnant. I look around at staff members who have been in the business for a long time and there are a lot of them who I wouldn't even talk about burnout to, because they're continually looking for new ways to do things and new courses to create.
>
> Those people don't burn out. The people who burn out are the ones who are content with doing the same thing, year in and year out, and who don't challenge themselves or keep up with what's happening in the world.
>
> I'm learning more every day about what I'm doing, so I think in that mode you don't get burned out. I don't even think about it. I don't mind the hours I put in because it's challenging and there are always new and better ways to try to do things. I don't mind the time at all.

Chapter 8

Analysis and Conclusion

Bob Anderson seems to embody most of the elements of transformational leadership cited in the literature. In closing, it is useful to review three areas: (1) how Anderson differs from depictions of transformational leadership in the literature—that is, ways in which he is unique; (2) how Anderson leads; and (3) how Anderson's leadership has affected North Eugene High School.

Ways Anderson Differs from the Literature

In several respects, Anderson appears to exceed descriptions of transformational leaders in the literature.

Has No Need to be Controlling or Directive

Anderson is unwilling to be the voice of authority; instead, he joins with the rest of the staff in a collaborative search for understanding. Richard Sagor (1991) deems this the most important behavior in the "development and implementation" stage of transformational leadership. Anderson appears to be an unusually secure person who has no interest in self-glorification. This enables him to engage in power sharing on a level that surpasses most descriptions of transformational leaders in the literature.

For instance, articles often mention that transformational leaders "direct," "delegate," or "say" certain things to their staff. Kenneth Leithwood (1992) states that transformational leaders help their staff solve problems, clarify and summarize issues, and keep the group on task. Anderson is not directive. During the interviews I conducted, the words "delegate," "direct," "clarify," "summarize," and so on were never used by either Anderson or the staff. Anderson doesn't "delegate" leadership; he simply creates opportunities for others to "throw their hat in the ring." Nor does he believe it's his

responsibility to keep the staff "on task." No staff member has ever heard him give an order, except to a student. And Anderson only occasionally makes "suggestions."

Anderson may also practice a broader range of shared decision-making than many transformational leaders; his plans to involve teachers in decisions on staff reductions indicates the extent to which he shares power. The way he works with his administrative team and other staff leaders suggests a large measure of "shared leadership" at North.

Is Transformational Leadership Developmental?

Anderson is unusual because he is exhibiting transformational leadership during his first principalship. Deborah Walker (1993) suggests that the knowledge, skills, and attitudes that such leadership requires "imply an integration of theory and practice not usually achieved by new administrators, since such integration develops as a result of reflection upon one's practice over time." According to Sagor (1991), transformational leaders start out with well-developed educational philosophies.

It can be argued that Anderson arrived at North with over twenty-five years of experience in education and a deeply embedded belief in the team concept. He also had a strong research background. Part of what is unusual about Anderson is his ability to integrate surprisingly quickly what he has been reading, studying, and learning and then apply it to his daily practice as a principal.

Can Transformational Leadership Be Taught?

One would hope so. Walker suggests specific courses that beginning administrators should take to prepare for this kind of leadership. Many, however, believe modeling or leading by example is a more effective way of transmitting qualities essential for transformational leadership. If mentors exhibit humility, collaboration, and other attributes, future leaders may be more apt to draw on these attributes in their own exercise of leadership. Anderson is mentoring at least one person on his staff, and he may be affecting many other future leaders. Ann Vaughn, assistant principal, said she has learned a lot simply by observing Anderson.

Are there some personality types that are better at collaborating? Psychology seems to suggest there are. Anderson's personality is conducive to a collaborative, partnership-oriented style of leadership. In fact, it's hard to separate the part of his leadership that stems from knowledge and skills he's learned from the part that is due to his personality.

A Nurturing Style

Paul Houston (1993) and Mary Poplin (1992) both call for more emphasis on the "feminine" rather than the traditional "macho" style of management. Houston says transformational leaders need to emphasize their nurturing, caring, empathetic, and intuitive side. According to feminine theory, growth happens "in conjunction with others to whom we feel connected and for whom we care" (Poplin).

Aside from "low-key," "caring" was the adjective used most often to describe Anderson. Several described him as "nurturing" and "intuitive," terms more frequently applied to females. Although this emphasis on so-called "feminine" characteristics is not prominent in the literature, Anderson adds these aspects to his style of transformational leadership.

How Anderson Leads

As mentioned earlier, instead of directly instructing staff, Anderson usually *models* behaviors and leads by example, an approach that seems quite effective at North. Modeling is congruent with Anderson's personality and is less power based than other methods.

Although he isn't directive and his personality is characterized as low-key, Anderson has strong goals and a sense of direction for the school. Seeley calls this "passion"; others say that Anderson has a mission or vocation. He is a visionary leader, though he does not impose his vision on the staff.

Intuitive Leadership

Anderson combines several qualities—an acute sense of timing, patience, and an intuitiveness about people—in achieving what he thinks is important.

He seems to have an intuitive sense of how much the staff can handle, how ready they are for a new proposal or change, and when the time is right to move. He is willing to make big shifts, but also willing to do it incrementally, one step at a time. For Anderson, decisions and plans almost seem to have a sense of impermanence about them, existing only until he and the staff can think of a better way. Thus, by taking risks and learning through trial and error, Anderson moves the school forward and North continues to improve.

Flexible Determinism

Anderson also practices "flexible determinism," which Sagor (1991)

cites as one of the most important "sustaining behaviors" for transformational leadership. Flexible determinism means that the leader might like to have a certain vision realized, but is flexible in goals, outcomes, and methods. The primary goal is the development of the school: "They are determined to prevail with school and teacher development, yet they are maximally flexible about the means to do so" (Sagor 1991). Flexibility can also be numbered among Anderson's leadership qualities.

Someone Who Can Fly the Plane While Changing It

The literature mentions the need for leaders who can tolerate ambiguity and who can function as both leaders and servants. Poplin coined the term "administrator/servant," meaning "servant to the collective vision." Superintendent Nichols thinks "administrator/servant" describes Anderson well. "When Bob and I walk around the building," she said, "we pick up litter and we talk about lofty ideas." He straightens pictures, tidies up the school, calls kids by name, and asks how he can help. "He's always helping, but he's clearly the leader, too, a servant leader" noted Nichols.

Seeley stresses that the new kind of leadership is difficult because it requires someone who can, in his analogy of an airplane, "fly it while trying to change it." This analogy seems to capture what Anderson has been through since he first stepped through the doors of North Eugene High School as principal in 1984. At first he simply concentrated on flying the plane, while listening and taking stock. Then gradually he began to tinker with the plane, but he still had to keep it airborne while doing so. This is still true, as North must continue to function effectively while restructuring efforts are under way.

As well as having good people skills, Anderson is a good manager, which is necessary for skillfully "piloting" a school. Anderson doesn't neglect his paperwork, because he believes reports, grants, and administrative work are important, but he does it in the evenings.

Kevin McCauley, cochair of the science department, in a description of Anderson, used the words "very organized," "hard working," and "extremely conscientious." McCauley had two previous principals at another school; one was very good with people but poor organizationally, whereas the other was good organizationally but poor with people. "Bob is different,"' McCauley said. "He's both very organized and he's very effective with people." Seeley indicated that such leaders are rare, because these are two distinct skills.

Effects of Anderson's Leadership

Who or what is transformed by transformational leadership? Authors

suggest different things—mindsets, assumptions and beliefs, the teachers, learning and education. Nichols seems to have another answer for North. "As I understand the concept of transformational leadership," she said, "the notion really is that *everyone* is transformed in the relationship—and Bob is as much a part of the exchange and transformation as the rest of the staff." Sagor (1992) also says that in schools where a collaborative focus and empowerment have been achieved, teaching and learning become transformative for everyone.

Evidence of the effects of transformational leadership is "uniformly positive," according to Kenneth Leithwood (1992). He cites findings that transformational leadership has a sizable influence on teacher collaboration, teachers' attitudes toward school improvement, and altered instructional behavior—all of which seem to have occurred at North. Thomas Sergiovanni (1990) also suggests that student achievement can be "remarkably improved" by such leadership.

Improved Student Achievement

In the literature, emphasis on success for *all* students is a key aspect of transformational leadership. Seeley, who believes schools need a radically different kind of school leadership, has a simple definition of what this new paradigm entails: (1) a shift away from the "winners/losers" bureaucratic model to a partnership model, and (2) a shift away from mediocrity—away from student "winners/losers" to success for all students.

Anderson's leadership embodies these criteria. Anderson uses the phrase "no winners and losers" when he speaks of consensus staff decision-making. But what about student winners and losers? Anderson demands and expects a lot out of students: "We're not interested in kids graduating with a D or 1.0 grade average anymore. Kids need to do better than that."

Ann Vaughn, assistant principal, said helping all students succeed is part of North's program. Gary Craven, social studies teacher, said Anderson saw to it that staff received information about learning styles. "I think the idea that all kids can succeed and some kids just learn in different ways may have come from these workshops," he said. He also referred to Project Success, a program for at-risk freshmen that helps keep them on track.

Vaughn indicated that North is experimenting with giving A's, B's, C's, and incompletes, and eliminating D's and F's. Anderson frequently talks about making *time* the variable rather than credit hours. "The idea is that everybody can succeed," Craven explained. "It may take some kids longer, but every kid should be able to do it."

"Student performance has increased and the dropout rate has markedly declined," said Nichols. "That's because teachers are teaching more effec-

tively, the curriculum is strong, students are working harder, and staff are more involved with students. North Eugene is a better school than it was some years ago. And I think a great deal of that credit goes to Bob for his empowering of teachers—and his encouraging, supporting, and coaching them. Doing all those things makes a school better." Nichols emphasized the encompassing nature of transformational leadership, adding, "It makes Bob better, too. The better the staff at North get, the better he gets."

Would these changes have happened at North without Anderson? Nichols suggests not, and so does the literature. Sagor (1992) contends that decentralization—in particular shared decision-making and teacher empowerment—is not enough by itself, that the issue is more than simply who makes which decisions. Sagor found that a leader who energizes and focuses the school is the key to a successful, transformed school.

Although staff couldn't precisely pinpoint what Anderson did to facilitate change, other than to say "he's created the climate" or "he's set the stage," or "he's created opportunities for change," they were convinced his role was necessary for the changes they have made. Yes, North is a "teacher-generated" school, but Anderson is the facilitator—the head coach.

Collaboration a Form of Restructuring

It is doubtful whether North would even be involved in the major innovations they are making today without Anderson. Seeley has an interesting perspective on restructuring. "While there are many different definitions of 'restructuring'," he says, "the most fundamental, and the most necessary, is the shift from a bureaucratic 'service delivery' approach to a collaborative approach." Perhaps this collaborative shift is one of the most important results of Anderson's leadership. North is still "on the road," still traveling toward a destination. Craven described the changes that have occurred at North:

> It's tough, it's not easy, and it's not fast, and the change is full of fits and starts. You think you're going along great, and you think you have everyone's agreement, and all of a sudden someone says, "Hey, wait a minute, I didn't agree to that." And you have to drop back and start over again. But we *are* making changes. We're not there yet. We still have some significant things to do before we can say we're restructured, but we're moving in that direction.

An Expendable Leader

Anderson's main goal involves continuing both the collaborative element and working toward continual improvement. Even though Anderson

is not planning to retire right away, he believes that organizations such as schools should not be dependent upon one person. This belief underlies what Anderson has been working toward at North:

> The important thing to me is that when I leave this school, it shouldn't make any difference whether I'm here anymore. The school should just continue to move in an upward trend. We need organizations that don't depend on one person to make them go. So that's my main thrust in this kind of leadership, that we are expendable, we all can go, but if we've got enough people in leadership positions that can continue to carry on in terms of the direction that the school needs to go, that's the important thing.

To create a school that is not dependent on one person to serve as an ongoing catalyst for change, Anderson believes it is important to get staff involved in leadership positions, and get staff into a pattern of reading, research, and data collection.

Of the latter, Anderson said, "Data collecting and reading and research allow a school to continually improve, where it's not dependent on the principal. If you're making decisions using data, then a school can continue to move if enough of the staff are involved in that process, regardless of who's leading the school."

Anderson mentioned the possibility of retiring in a few years, but he isn't certain he will do so. "My health is good and I really like what I do, so I'm not in any hurry." He said it depends on how the staff and community feel. So even in what might be regarded as a solely personal issue, Anderson is adopting somewhat of a collaborative approach.

Stalick spoke about what might happen if Anderson retires soon:

> What I've found with a lot of leaders who are very strong personalities and who force their views on others is that when they go away what they did goes away with them. But when you have a leader who involves staff and gets a high level of participation from people around him, those things stay when he goes because they become part of the culture and belief system of the school. So if Bob were to retire next year or so, my hunch is that most of what he started is going to remain.

Seeley claims that our schools need extraordinary leadership today. It might be said that Anderson is extraordinary, at least in some respects, though Nichols commented that all good principals collaborate and empower teachers. All staff interviewed said that Anderson is unique—none has ever had another principal like him; for them, he's not ordinary.

Anderson insisted there are a lot of people who know more about restructuring and leadership than he does. He acknowledged, however, that "I think we have a good organization here and we're doing good things for kids and not shortchanging them and that people like working here."

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